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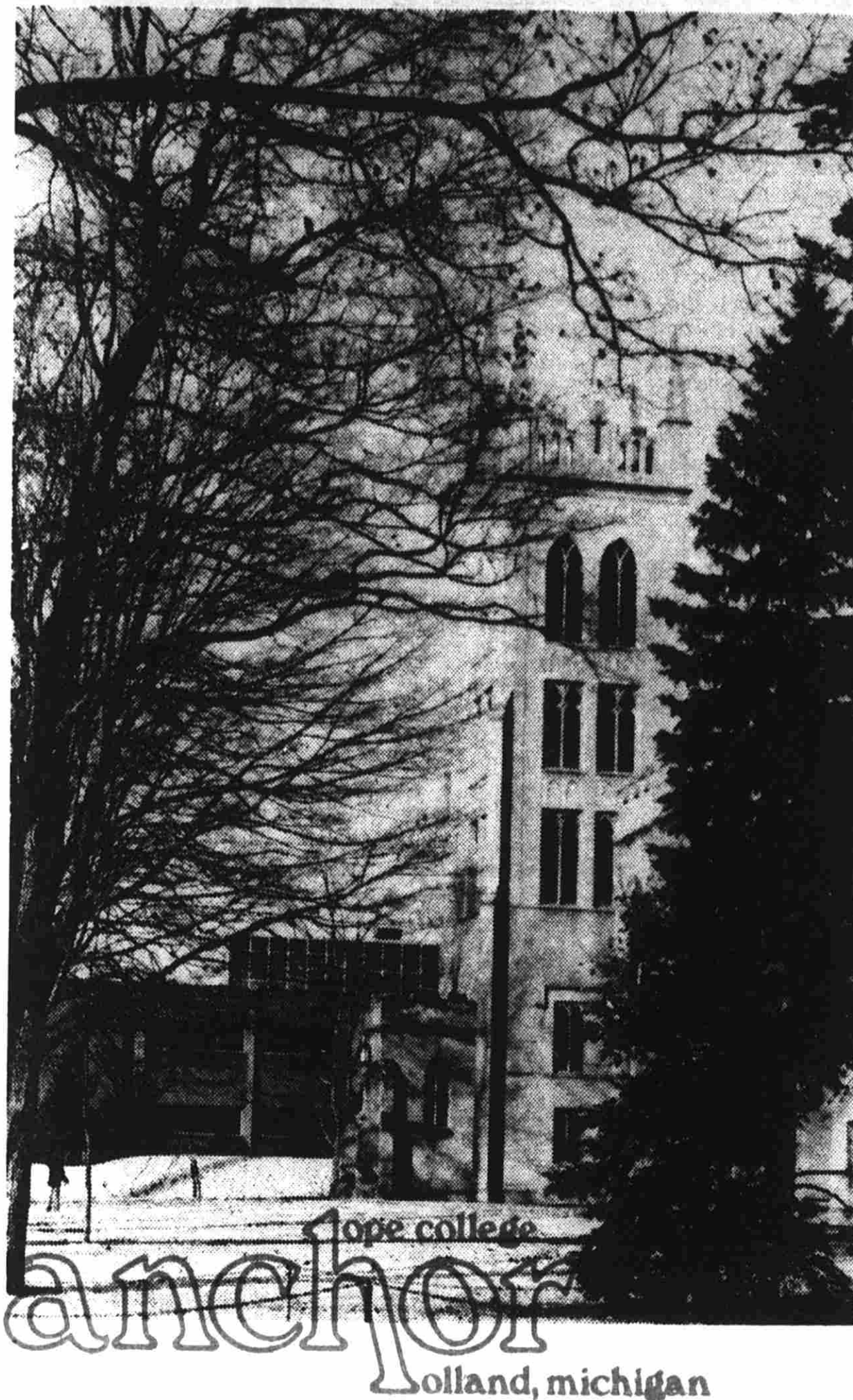
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VOLUME NO. 91-ISSUE 8

NOVEMBER 15, 1979

## '80 income gets tighter

by Douglas Deutch

At a faculty conference meeting on Oct. 22, Hope President Gordon Van Wylen noted that this year's budget will be tight in comparison to that of last year. At first glance, the budget figures do not indicate this. The actual 1978-79 budget was set at \$11,957,091, with the proposed 1979-80 budget set at \$13,094,700. This represents a spending increase of 9.5 percent. The fact is, however, that the budget this year is tight.

William Anderson, vice president for business and finance, indicated that there are two important reasons for this. The budget of the College is dependent on its enrollment. Eighty percent of it is funded through the collection of tuition, room, and board fees.

This year's budget was proposed with the expectancy that enrollment would be the same as last year. However, there are 30 less full-time students this year. This means the school did not collect \$102,000 in tuition fees it had expected.

Also, there was the unexpected increase in inflation. "When the departmental budgets were proposed in the spring," Anderson noted, "an inflation rate of eight percent was figured in." With the increase in the rate from eight percent to 13 percent, more funds are needed to meet added costs. These funds are drawn from various sources within its budget. The \$102,000 in uncollected tuition fees, along with the added cost due to inflation, has resulted in the tight budget.

There are other income sources besides fees, Anderson explained, which could help to alleviate this situation. One is the collection of gift donations to the College from friends and alumni. These donations were budgeted for this year at a 10 percent increase over last year. The actual total so far this year is up 19 percent through October, with the major gift-

giving period occurring during the next few months.

An additional source is the unpaid fees from the students. This year \$600,000 remained uncollected at the start of the semester. This amount is then usually paid during the semester or the entire year. "An increase in the collection efforts of these fees would help," stated Anderson.

In looking at other factors which influenced the proposed budget, Anderson said staff salaries are the most im-

(continued on p. 6)

## New Saga task force forms

The Food Service Task Force has been revised to meet the different problems facing Saga this year.

Dean of students Michael Gerrie established the ad hoc committee this year to help solve various problems such as long lines, temporary serving at Carnegie and Durfee, proposed completion of Phelps, running out of food, and communicating the scramble system to the students. Gerrie said that he is quite satisfied with the committee so far.

The committee consists of Ann Fredrickson, chairperson; Al Pruis, Emersonian Head Resident; Paul Kury, food service director; Student Congress members Barb Weeden, Lora Rector, Dave Rhem, Rich Kennedy, and Leah Fisher; and Gerrie.

Part of Fredrickson's job as chairperson is to talk with students at meal times and get a better understanding of their opinions, according to Gerrie. Student Congress president Jon Schmidt said that Pruis also talks with the students and contributes a non-faculty

# Government searches for illegal Iranians

On Sunday, Oct. 4, the United States embassy in Tehran, Iran was overrun by Iranian students, and the workers in the embassy held hostage. The students demanded the return of Shah Mohammed Reza Pahlavi, the former ruler of Iran. It is estimated that at present there are approximately 60 to 65 Americans being held in the embassy.

As a partial result of this hostile action on the part of Iran, several violent anti-Iranian demonstrations have erupted, Carter has banned all Iranian demonstrations on the Federal level, and the United States has announced that it will no longer import oil directly from Iran until the crisis is resolved. The U.S. presently imports 5-10 percent of its oil from Iran.

Several attempts by various parties have had little effect in alleviating the situation with the Iranian students, who are adamant in their demand that the Shah be returned to Iran for trial and probable execution. Diplomatic attempts on the part of the U.S., the PLO, and even the Vatican have been able to persuade Iran to free the Americans.

The most profound action taken to date against Iran has been Carter's announcement that he will begin deportation proceedings against all Iranian students in the U.S. who are here illegally. For the Iranian students here at Hope, this could conceivably result in at least a great deal of red tape.

"Carter is perfectly in the right (legally) to start deportation proceedings against Iranian students," commented

Renze Hoeksema, professor of political science, and veteran of five years at the U.S. embassy in Iran. Hoeksema believes that, despite the signs of hatred displayed between the U.S. and Iran in recent days, "Iranian and American relations are good, even by those supporting Khomeini."

Hoeksema does believe, however, that, despite the good relations in general between Iranian students and Americans, those who protest in America are in the wrong: "Iranian students were given a lot of liberties in this land . . . You (Iranian students) are a guest (in America), and when you are a guest you are to act as a guest."

Jon Huiskens, registrar, feels that, despite Carter's action against illegal Iranian students, there will be little effect on Hope's 11 Iranian students. "We've heard nothing from the Immigrations service yet," stated Huiskens. Huiskens divided the Iranian students at Hope into two types: those who are here on student visas, and those who are in America on exchange visas. In either case, the main criterion for determining whether an Iranian student is here illegally is whether he or she is a full-time student. Huiskens pointed out that "This does not necessarily mean that they are currently registered full time." What the College looks for is whether the trend with any one student is that of full-time or part-time status.

As Hoeksema was quick to point out, "When this is all over we can safely go back to Iran . . . The best course is simply patient diplomacy."

## Tharin takes Holland seat

Highlighting a career of civic activities, J. Cotter Tharin, professor of geology, sought and won the position of councilman-at-large in the city of Holland in early November. He did it by working on the August primaries early, and releasing public endorsements, sending out flyers, knocking on doors in the neighborhoods, and making himself well known to all who voted in the primary. He also admits that he was lucky that he did not have to run against an incumbent.

Winning by only 126 votes, Tharin says that his new test is "to get to know his territory." As in the bid for the seat, Tharin does not plan to cater to any target group, although he expressed great warmth for the underused resource of the elderly in Holland, but to find out what the government and he are doing right.

Tharin is a slim, surprisingly little middle-aged man who seems to enjoy

talking to people. The soft laugh lines around his eyes temper the furrows in his brow. His class lectures are like that too: in the middle of a case study documenting an oil spill or earthquake, he is likely to throw in a wry comment from some literary figure that lightens his talk and stimulates the discussion.

He confesses that he downplayed his associations with Hope and the fact that he holds a doctorate, feeling that this might alienate people. "I've lived in Holland 13 years, and I've gradually become sensitized," he mused, "through community involvement and an appointment on the Zoning Board of Appeals by former Mayor Hallicy."

Despite the connotations of "an egghead" that his doctorate entails, Tharin says that it is this position that gives him a unique perspective as a scientist and administrator. He feels better able to discuss questions of land management and spending. He emphasized several incidents where "the technological element in a public works project wasn't looked at carefully."

Government seems to see this "abstract amorphous source of money before them," Tharin stated. He explained of his experiences on the Appeals Board, "they don't realize that money and people are one." Emphasizing a point, Tharin palms a magnifying glass, tapping it against his hand at key phrases. "Government sometimes gets too monolithic. It lets people drift along until election time."

'Monolithic,' 'amorphous,' 'drifts,' 'resources'—even his language hints of his vocation. He is optimistic about his new job. He feels he is in with a very talented group. He is also positive about the city itself, especially with hopes that the College and community can work more closely together. He is pleased that two Hope faculty members, Russell De Vette, professor of physical education, and himself, can work on the council and be accepted by the community.

No doubt his hands are full. To use a quotation he uttered in regard to his initial candidacy, "No good deed shall go unpunished."

opinion to the committee. Fredrickson stated that the committee has a better communication system with Saga, the Administration, and the students represented.

Amy Ellis, Saga manager, said that because there are three representative groups, the suggestions are attended to seriously and objectively. She thinks the committee has a great potential to help Saga meet student needs. However, Carla Hoover, student manager, added, "I don't think it (the committee) has been publicized enough to get sufficient support to be effective."

Fredrickson stated that Saga is less expensive than any other place in town. Based on 212 feeding days, students on a 21-meal plan are paying \$1.45 per meal; 15-meal plan, \$1.90 per meal; and 10-meal plan, \$2.56 per meal.

Bill Males, Saga manager, said that in a recently conducted survey, students rated Carnegie fair to poor, and Durfee good to fair.

The committee meets on Thursdays at 11 a.m. in the basement of Van Raalte.



## Organists perform Friday

A concert by duo organists Judith and Gerre Hancock will be presented Friday, Nov. 16 at 8 p.m. as the third event of the 1979-80 Holland Great Performance Series, in Dimnent Chapel. The Hancocks will perform on the E.M. Skinner chancel organ and the Pels & van Leeuwen gallery organ. The two organists currently play at St. Thomas Church in New York City.

Gerre Hancock is organist and master of the choristers at St. Thomas Church. He was previously organist and choir-master of Christ Church in Cincinnati, where he also served on the artist faculty of the College Conservatory of Music, University of Cincinnati.

Hancock received his Bachelor of Music degree from the University of Texas and his Master of Sacred Music degree from Union Theological Seminary in New York. He also studied in Paris as a recipient of a Rotary Foundation grant and was a finalist at the Munich International Music Competitions. In addition to his duties at St. Thomas Church, he serves on the faculties of the Julliard School in New York City and the Institute of Sacred Music, Yale University.

Judith Hancock is associate organist at

St. Thomas Church. She is a graduate of Syracuse University, where she studied organ with Arthur Poister. She earned her Master of Sacred Music degree at Union Theological Seminary in New York City, where her organ studies were with the late Charlotte Garden and Jack Ossewaarde.

Prior to her appointment at St. Thomas Church, she was organist and choir-master at the Church of the Redeemer in Cincinnati. She has also held the positions of assistant organist of the Reformed Church of Bronxville and organist and choir director in churches of Forest Hills, New York, and Durham, North Carolina.

## Correction

Last week's anchor article, "Mack and Mable: new drama/old era," stated "Lottie, the broken-down hooker-turned-success." This should have read, "the broken down hoover-turned-success." Our apologies.

## Van Liere changes position

by Richard Kuhrt

Many students and faculty may have recently noticed the disappearance of Elaine Van Liere from the student housing department in the Dean of Students' Office. They may have also observed that this same person has turned up in the Admissions Office, which faces 11th and College.

Van Liere, who worked in housing since 1973, felt it was time for a change. Due to familiarity and contentment with Hope's campus and the people which make it up, she wanted to find another job on campus. When an opening in admissions became available, Van Liere, after much careful thought, decided to accept it.

Her new title is Resident Admission Councillor. The job includes little travel and much interaction with potential students and their parents, as well as present students. The discussions and problems which she handles are centered mostly around academic programs, about which she has learned a great deal since accepting her new job.

Van Liere is greatly pleased with the job, saying, "It has worked out very well so far." There was not too much trouble in adjusting to the job, since she is still working on Hope's campus and, much like her old job, her new job involves a lot of interaction with people.

Van Liere's move to admissions has presented a problem, though. Since she did not change jobs until mid-August, the question of who will replace her is a serious one. The job includes working with cottage R.A.s, room assignments

and changes, and refurbishing, which includes furnishing living rooms of residence halls and cottages.

Up to this point, Michael Gerrie, dean of students; Bruce Johnston, assistant dean of students; and Sherie Vermay, who is working part time for the office; have shared responsibilities. Vermay is the Head Resident of Columbia Apartments. She will be taking care of room assignments for the spring semester, which were handled by Johnston for the fall semester. Johnston, who has been head of the R.A.s of the residence halls, will add cottage R.A.s to his list.

Thus far the situation has worked out well, with a limited number of problems. What will be done in the future is still undecided and will be discussed at a later point in time.

## College costs rise again?

In response to an inquiry regarding a tuition increase, William Anderson, vice president for business and finance, responded, "Of course there will have to be one . . . the increase will be roughly that of inflation." At the current inflation rate, that is roughly a 13 percent increase, or \$650.

To determine the actual increase, the proposed budget for the following year will be compared to the income needed to cover all anticipated expenses. The difference between these figures is the tuition once fees increase.

## Student discipline explained

by Kirk Hoopingarner

Numerous controversies have been put forth in issues of the anchor this fall, which include Saga and the proposed class schedule for next year. Most have had a common theme: the student's right to know how administrative policy is determined.

Many students have complained of having no control in the shaping of academic and residential policy. One more demonstration of this anxiety has been expressed by some when looking at the process of disciplining those students who have broken the rules. According to Jon Schmidt, president of Student Congress, these anxieties have arisen mainly because of misunderstandings which could easily occur because the assurance of "justice" on campus is indeed complicated.

When a student commits an offense such as alcohol consumption in a dorm room, he is given a choice of appearing before either Michael Gerrie, dean of students, and Bruce Johnston, assistant dean of students, or the Judicial Board. The Judicial Board is composed of seven student members, who are elected by the Executive Committee, and Johnston.

The Executive Committee is composed of the ten student members on the three main boards on campus (Campus Life, Academic Affairs, and Administrative Life). Three of these students are elected by Student Congress, and four are appointed by the president of the Student

Congress.

After the Executive Committee was formed this year, it appointed Jennifer Elliott, Sue Markusse, Clark Gram, Paul Bosch, Dan Gundersen, Jeff Vredevel, and Mike Welch to be members of the Judicial Board for 1979-1980.

An Appeals Board is present on campus, composed of one professor each from the natural sciences, social sciences, humanities, and performing and fine arts departments. Gerrie and three students are also voting members. This appeals board is entitled the Student Standing and Appeals Committee and can be called upon by a student who feels that a decision by the judicial board was unfair.

The "tools of justice" on this campus, therefore, are not dominated by the Administration. Students elect the Student Congress members who are then instrumental in selecting the Executive Committee, which appoints members of the Judicial Board.

One possibility which has been proposed is to have this year's Student Congress select the Executive Committee for the 1980-1981 school year, which would then meet and form the Judicial Board. This proposal is a reaction to the present problem of not having a Judicial Board the first month of the fall semester. Another proposal for the future is to have the Judicial Board composed of students picked at random for one month, resembling jury duty in the American legal system.

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## Faculty to hold recital

This Sunday marks the second faculty chamber concert this year at Hope. The concert will begin at 4 p.m. in Wichers auditorium.

The program will begin with George Frederic Handel's *Sonata in A Minor*, played by Larry Malfroid, guitar; Gail Warnaar, oboe; and Robert Ritsema, cello. The second number will feature Charles Aschbrenner on the piano, playing *Sonata in C Major*, Hob. XVI/50 by Joseph Haydn.

The third piece is *Two Solo Cantatas* by Dietrich Buxtehude, entitled "Lord in Thee do I Trust, and "My Jesus is My Lasting Joy." This work will be performed by Joyce Morrison, soprano; Terry Moore and Matthew Fike, violins; Roger Davis, organ; and Robert Ritsema, cello.

The last piece to be played in the program will be the *Trio in G Minor*, Op. 63 by Carl Maria Von Weber. Mary Engstrom will play flute; Robert Ritsema, cello; and Joan Conway, piano.

## Nobelist tells of struggles

"I don't lecture, I talk," noted Betty Williams, winner of the 1977 Nobel Peace Prize, speaking last Friday on the topic of "Can There be Peace in Northern Ireland?" The title of the talk, however, quickly expanded into the much broader subject of the chance for peace in many other countries, along with a plea to "have patience" with the situation in Iran.

Williams began her talk saying that, when the peace movement she formed began, she was a housewife and mother who had had very little experience speaking to large crowds or in front of television cameras. Stating that "the work I believe in somehow helps me get through," she continued on to relate in detail how the peace movement began.

The movement originated when she was driving home from her grandmother's. On the trip back, she witnessed the murder of three children. Upon seeing this, she vainly tried to aid one of the dying youngsters. Williams was so emotionally moved by this killing that she travelled to Anderson Town, the I.R.A. (Irish Republican Army) stronghold in Northern Ireland, and pounded on doors, gathering close to 6,000 signatures for peace.

She later asked Protestant women to come to a peace march in the Catholic section where the three children were killed. Over 10,000 Protestant women came to the march in reply. This rally marked the beginning of what is now known as the "Community of Peace People."

Reflecting for a moment, Williams noted that "not once in the history of the whole world have women taken up the gauntlet of peace." Williams now has over 7,000 dedicated daily workers for the cause.

Touching briefly on how the movement is financed, Williams stated that "We believe in self-help." Her Peace People have 14 small businesses. She rules out political or governmental aid, feeling that politics are devicive, and that in government there is no solution. She believes that governmental help would only make the movement appear biased to one side or the other in the North Ireland dispute. She does not wish to involve the movement in politics, stating that "the kind of work we're doing is the real work of bringing a just relationship to Ireland."

Instead of looking to the British Government for solutions, Williams believes that "the Northern Ireland (continued on p. 8)

## Profs go on sabbatical

by Steve Muyskens

Hope professors Leslie Beach, William Reynolds, and Barry Richardson will be on sabbaticals during the spring semester of 1980.

Beach, professor of psychology, said, "I decided I would propose to do exactly what I wanted to do." What Beach wants to do he describes in two parts: "First, I'm interested in learning more about the humanizing of higher education. Second, I want to bolster my own background and expertise and date myself in the fields in which I teach."

Humanizing higher education means "moving away from those kinds of things that detract from my dealing personally with students and colleagues," as Beach describes it. "It is a movement toward a philosophy and behavior that is more personal, more attuned to overall growth and development of students and their needs both inside and outside of the classroom. Seeing the student in all of his or her human potential and seeking to actualize this potential."

"I don't want to sound like this is not being done," said Beach. "I just think we

interviews and observation of their daily routines, Beach plans to see how they operationalize their ideal of humanistic education.

The third method Beach will use is writing related to humanizing higher education, "some for publication, and some to draw together my own thoughts."



Barry Richardson, professor of business and economics

Beach will then travel to England to visit people and institutions there "where work similar to work I have done is being done—people who use small student groups as an aid to teaching device."

When he returns from his sabbatical, Beach plans to put into practice in his classes what he will have learned, and "would hope to have the opportunity to share with the faculty what I have learned about the humanizing of higher education."

Reynolds, associate professor of English, will be leaving with his family in early January for Cambridge, England. "I want to live in a country whose literature I teach," said Reynolds. He plans to gain some background through reading books and articles, mainly on Medieval literature. "I will also read along the lines of possible new courses or changing some courses now taught."

Reynolds is especially interested in the English detective novels written between the World Wars. He will be giving particular attention to works by Dorothy Sayers, with the idea for a possible course on detective fiction in the back of his mind. "But," said Reynolds, "I don't feel a need to include my work into my

courses." The writing Reynolds will do on his sabbatical will, in his own words, "keep my writing skills sharp," since "writing teachers should be writing," but his writing will not necessarily be related to his work at Hope.

Richardson, chairman of the economics and business administration department, plans to study "participative management in industrial democracies." He will be compiling case studies of three different approaches to participative management. Richardson will start out studying management practices in Yugoslavia. From there he will go to Dublin, Ireland, and then on to London, England.

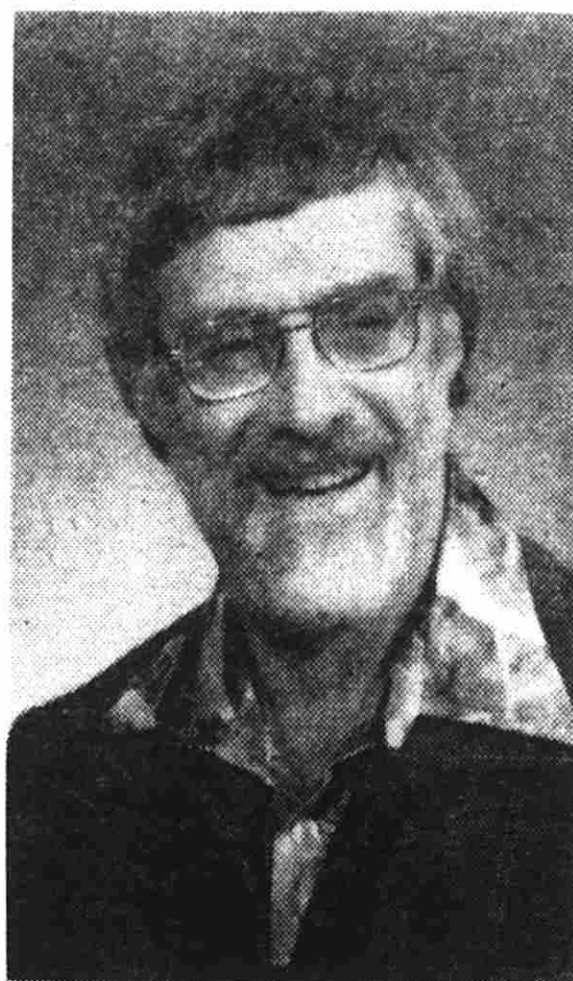
Following his international study,



William Reynolds, professor of English

Richardson hopes to publish a monograph or long article on his findings. His research will also be used to teach a course on comparative economic systems.

All three sabbaticals are for one semester only, allowing the professors to collect their full salary during the time they are on leave, and requiring that they be back on campus again next fall.



Leslie Beach, professor of psychology

should enhance the perception of students as growing, intelligent human beings."

The four methods Beach proposes to use in learning more about the humanizing of higher education will start with extensive reading in this area at specialized libraries at schools such as the University of Michigan. He will also visit professional people who, either in writing or by reputation, have something to say about the humanizing of college and university education. Through in-

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# Ramps needed?

The recently begun construction of ramps all over Hope's campus may seem to be an altruistic effort on the part of the College, but in reality it is a rather senseless project, effected only for the acquisition of funds.

The Federal Handicap Code states that all college programs

## anchor editorial

must be made accessible to all students regardless of handicap. In order to receive Federal funds, Hope must therefore make its programs equally accessible to handicapped as well as non-handicapped students. This means spending a large sum of money—over \$30,000 so far—in order to receive funds (does anything sound funny here?).

We certainly do not advocate discrimination against the handicapped; we do, however, feel that there comes a point when altruism (as well as monetary interests) must give way to realism and practicality.

First, it is realistically impossible for Hope to make all of its programs accessible to all handicapped students. This would involve installing elevators in Dimnent Chapel and Graves Hall, lowering all electrical outlets, and duplicating in braille or on tape every book in Van Zoeren Library. Even if this were possible, the College would be faced with problems of creating workable communication systems for the deaf and dumb; similar difficulties would be encountered in the cases of individuals with other handicaps.

Our intent is not insensitivity, merely seeing what is possible and what is not. Those who advocate such measures aspire to open the doors of higher education to those who may have seen the prospect as being hopeless before. Yet the cost involved in opening the door to those few might prevent many others from being able to attend, and still, when all is said and done, there will be the impossible problems, the insurmountable difficulties that prevent total accessibility. One reason for the present absence of wheelchair-confined individuals at Hope, for example, is the climate. No amount of expense can change the fact that a wheelchair won't operate in the snow.

Handicapped individuals do have every bit as much of a right

to an education as non-handicapped people do, but, try as we may to refute the fact, Hope will not be able to succeed in its efforts to make all programs equally accessible. Handicapped students should be welcomed at Hope, but with the realization that it will be difficult for them; there is no way around it.

Though Hope's efforts may seem noble, its goals are impossible to achieve; the Federal requirement sets forth an impossible demand. It is ridiculous to spend thousands of dollars on a doomed effort in hopes of retaining Federal financing.

As a co-coach for the oration segment of Nykerk this year, I was disappointed with the anchor's lack of proper coverage. Your first error occurred when the an-

nouncement of a general meeting to introduce Nykerk to the freshmen failed to appear anywhere in the paper. The most damage was done, however, when the Nykerk competition was completed and the following issue covered the event with a picture on the front page with a caption. Nothing else was said.

It's frustrating for the men and women involved with Nykerk to work for three

weeks preparing speeches, practicing lines, building sets, and rehearsing and learning the songs, all to be presented on Nykerk night, only to be told through neglect that their efforts have not been appreciated.

In effect the anchor has expressed this opinion by their lack of proper coverage. It would have been nice to see a page given to the coverage of Nykerk, including highlights from each of the orations, pictures from both plays, credit to each class' song, mention of the support given by numerous morale men, and special thanks to the nine judges for donating their time.

Nykerk is a Hope tradition. And while it seems that more and more traditions are being broken, it seems sad that it would begin in this manner with Nykerk.

Meg Biggerstaff

## letters



## Vespers charge not fair

by Clark Goding

As Vespers fast approaches, the now-annual debate over the music department's policy of charging admission to Vespers will soon begin. Last year, Alpha

## my side

Phi Omega, the service fraternity at Hope, protested the admission charge by refusing to offer their services as ushers as long as there is an admission charge.

The major reason that Alpha Phi Omega gave for their boycott was that Vespers is a religious service, and thus

there should be no charge for Vespers, because it is a religious worship. It is made clear, by all the flyers circulating around the campus, that once again the music department plans to charge admission to Vespers this year. This policy needs to be examined, to see if there is a justified reason for this practice.

First, it was originally stated that charging admission would control the crowds better. A question was brought up by several students as to why free tickets couldn't be passed out, thus controlling the number attending, but not creating the questionable practice of charging admission for a worship service.

This question was answered by the music department, which justified the charge by saying that students might pick up free tickets and not use them, thus depriving others from seeing Vespers. Now, are we to seriously accept this explanation?

A reason that was given last year was the expense that Vespers incurs. Sure, Vespers does cost the College money, but is the College budget too tight to cover the slight cost of a religious service primarily for the students of the College? Perhaps the solution would be, as Alpha Phi Omega suggested last year, to have a free-will offering, with the money taken in going to cover the costs of

(continued on p. 5)

(continued on p. 5)

## Clarification needed

I want to correct and clarify several aspects of the "Three majors added" article in the Nov. 8 issue of the anchor. Neither the title nor the first sentence—"Some time in the near future . . . will be offering . . . for inclusion in the Hope catalog" makes clear that all proposed majors must be approved by the Curriculum Committee. None of the proposed English composites has yet been approved; only one has been submitted.

The lead paragraph also includes some misinformation: "It (English/com-munications composite for non-education majors) received departmental approval in the fall of 1974 along with an English/business composite." Not so. Only the composite for education students has a history.

The English/business composite was suggested by the business department only this fall, and the English/com-

## Hope college anchor Holland, Michigan

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# Theatre offers new play

Hope Theatre's second production of the 1979-80 season is a contemporary British play, **Savage Amusement**. Scheduled to open on Dec. 7 in the studio theatre, the production is directed by senior Michelle Martin.

According to Martin, playwright Peter Flannery's story is a "realistic and gripping depiction of the future." It concerns five young people in their attempts to deal with the world around them. A savage and decadent society has replaced the world of their expectations, so the five continue to struggle in a seemingly hopeless battle.

**Savage Amusement** was first produced at the Royal Shakespeare Company's Warehouse Theatre in London, England in 1978, where author Flannery is currently a playwright-in-residence.

Playing the roles of the five young people in Hope's production are Dave DeWitt (Chicago, IL) as Ollie, Marvin Hinga (Kalamazoo, MI) as Fitz, Jenny Lyons (South Haven, MI) as Hazel, Doug Ronan (Marshall, MI) as Stephen, and Dawn Tuttle (Doylestown, PA) as Ali.

The show has an all-student production team, a unique opportunity provided by the studio/workshop position of the show. Last season the Hope Theatre altered its production schedule in order to provide more opportunity for concentrated work to its performance and design students. Designers for **Savage Amusement** are senior Carol Anderson, handling scenic and properties design; sophomore Trish Storrs, designing lights; and Barbara Inglehart doing the costumes. Assisting Martin is freshman Linda Miles as stage manager.

Martin warns that the play may contain language which is offensive to some audience members, though she is quick to point out that the play is simply drawing on the stark realism of the situation of these five young people. More information on the play is available at the ticket office beginning Nov. 26.

Hope's production will open Dec. 7 and run Dec. 7, 8, 14, and 15 in the studio theatre. Tickets will go on sale at the box office beginning Nov. 26. All seats for this production are \$1.50.



A barbershop octet? The Cosmos, along with most of the other fraternities and sororities, showed off their stuff during Greek Week at the annual Greek Week talent show held last Saturday night in Dimnent Chapel.

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## clarification

(continued from p. 4)

munications composite for non-education majors was conceived also this fall at the time the English department was reviewing the composite for education students. That composite has been "tabled" in '75 at the suggestion of Jim Bultman, chairman of the education department. At that time, the state board to which new proposals for certification had to be submitted was conservative about adding majors and Bultman didn't want to jeopardize the English/communications composite by submitting it to a board which was currently examining Hope's dance minor and special education major proposals.

Once past the initial paragraph, the article is correct. I don't fault the author for poor journalism; I threw a lot of information at her during our short interview.

Nancy Taylor  
associate professor of English

## Vespers

(continued from p. 4)

the presentation of Vespers.

It is quite clear that the music department believes Vespers to be a religious service, because the programs from last year listed the "Order of Worship," and this order closely followed the order of worship of the Reformed Church in America.

Now, who is the music department trying to fool? Do they actually think the students will accept the justifications that they offer? Freedom of religion is a right that is protected by the United States Constitution. In my opinion, the College is violating that freedom by limiting those who can participate in the Vespers service to those who can pay the admission charge.

The practice of the music department in charging admission has to be changed, and an effective way is to boycott the Vespers service this year. Refuse to attend Vespers, and show your discontent to those involved in the decision to charge admission to a worship service.

Earlier in the semester Clark Goding wrote a column about procrastination. There's a second way of looking at that issue. It's called lacking motivation. Recently a friend pointed out to me my tendency to blame the fact that I wasn't producing on an outside force of some sort. He implied that that's how I got away with not doing anything and that, in truth, I was probably afraid of failure or rather, in my case, worried that my writing wouldn't be received well. I couldn't deny it.

As a result of this discovery I spent a great deal of energy being angry at myself for not writing and very little time with paper and pen. Again it was brought to my attention that I was stalling rather than face possible failure. This time, however, it was a professor who challenged my seriousness as a "writer" with the words "You simply must decide whether you want to be a writer or write. You can't be both. There are writers all over the place. If such is even on your mind, you'll never get a word on paper."

And yet even with this new understanding I have a difficult time retaining my motivation. I want to write. I have no questions about that. But wanting to and following through with it are quite different issues. I start more often, but always and forever that doubt: can I really do it?

Only when I answer with discipline rather than evaluation do I succeed to produce. Yet, is it enough to merely produce without regard to quality? Often, it seems we act based on the answer YES. For instance, we have a deadline to meet so instead of working from the time the assignment was made we do something other than what our timetable deems important, and then put forth the minimum effort to comply with the requirement. This often tends to be the case even when our long-term goals conflict with our short-term actions, e.g. wanting good grades but failing to study.

Whether we understand the conflict or

not, the result is predictably that we blame an outside force for our own failures. It could be as silly as blaming the weather for my inability to write, or as logical as blaming a lack of time for the inability to produce a work of quality. It appears to make no difference that what is considered quality is reachable given the proper conditions.

It took a while, but I'm finally beginning to understand that discipline is more than finally sitting down to push out that overdue paper, regardless of how poorly it turns out.

Discipline involves following a schedule as well as doing the work. To be a "disciplined writer" implies an element of quality. It may only be assumed (and not necessarily a fact) that hard work equals quality, and outcome and discipline equals hard work, but it remains a fact that little effort results in little gain.

Quality should not be used to discourage by emphasizing the fear that a piece doesn't have quality. Instead it

should be a goal to be worked toward. If it is never a threat and yet always a desire it won't cause a lack of motivation, but will be an element worked for in one's writing.

The mere act of setting oneself in a schedule helps to increase motivation by getting the self started. Once you're started there will be times you throw out as much of what you write as you keep and there will be the times you stare down at a page, stuck. But, as simple as it sounds, nothing is going to get finished until it is started, and you never have a perfect paper without a rough draft. By having goals, you increase motivation. By starting a piece, you overcome the lack of motivation.

Discipline, finally, is the act of producing continually, with goals and purpose. Motivation is the culmination of desire and will. And quality is the distinction made based on effort, outcome, and ultimate goal.

In writing,  
Margaret Allan Warner

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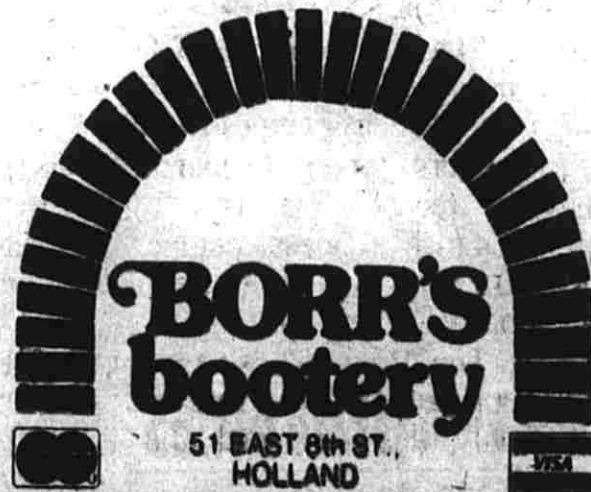
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# Committee on women reports results

This is the second part of a series on the report of the ad hoc committee that examined the status of women on Hope's campus.

A survey taken among students and faculty at Hope indicated that most majors are not chosen equally by women and men. A few of the majors showing significant imbalance are: chemistry (39 men, 9 women), special education (2 men, 27 women), English (15 men, 37 women), philosophy (12 men, 0 women), and psychology-sociology (3 men, 25 women). Women are also significantly more likely to declare double majors in areas where men predominate (and vice versa).

In response to queries as to why certain courses were substantially enrolled in by one sex, departments "show a desire to be equitable, but, in actuality suggest subtle biases," according to the report. "Whenever explanations for encouragement of women students were mentioned, it was in the context of liberal arts or being a parent, but not in terms of a career. For example, although chairmen indicated a desire for changes, choices women made were described in light of the fact that 'girls expect to become a mother whose responsibilities will include the early (preschool) training and entertainment of their children.' No

mention is made of the fact that the fathers will also have responsibilities along these lines. Or, . . . 'Women can normally afford the luxury of following non-practical pursuits.' However, men's choices . . . emphasized the need for quality to attract men, especially men with career orientations. For example, 'Strengthening our departmental major could attract more males interested in (this area) as a career'; or, 'As a rule, men have had to make a living and thus choose courses that will aid them in that pursuit'; or 'Males, who still consider themselves to be the primary bread winner of the family, cannot afford the risk of preparing themselves for an occupation for which there may or may not be a suitable job market . . . (however we would) . . . encourage enrollment of the outstanding male student.'"

The report concludes that, "Although faculty report the desire to encourage men and women equally, men and women at Hope are often differentiated in their selection of courses, their selection of majors, and their decisions to double major. All of these differences may have ramifications for the depth and breadth of experience within courses, for the emphasis on liberal arts and for career planning and preparation. Responses of some faculty and students reflect a lack

of understanding of the position of the female student or faculty member in a male-dominated teaching environment."

"Treating women equally may not solve the types of problems that certain women face," says the report. "For example, the math and science anxiety which many women have may prevent them from considering certain majors or careers . . . unwanted and unrecognized biases may indeed slip into our advising."

In the light of its findings, the committee recommended several measures to increase faculty awareness of women's concerns as they relate to course choice, major choice, and career choice. One of the specific measures recommended by the committee is that a study be undertaken on the ramifications of declaring a double major. Another measure recommended is that enrollment figures for women and men be periodically reviewed and instructors asked to encourage wide participation by the under-represented sex. Also, it was recommended that equal access to all majors be assured by department chairpersons and evidence of such access be included in departmental reviews.

Thirty percent of the students reported that they have done research or written papers relating to women. Seventy percent of the students surveyed have not.

Are the faculty interested in developing courses or special units within courses on women's studies? Eighty-seven percent of the faculty responded "no," and 13 percent "yes."

Do the faculty employ any special methods to ensure "gender-fair" education? Forty-nine percent of the faculty replied "no," 40 percent "yes," and 11 percent made no response. "Responses to this question," states the report, "indicated considerable awareness of the issues of discrimination against women." Methods most often mentioned in responses to this question included the use of non-sexist language, calling attention to sexism in texts, and openness to one's own unconscious biases by asking students to point them out.

With respect to gender-fair teaching methods, students were asked if they had "ever observed a negative attitude from the faculty concerning a woman's desire for a career." Eighty-four percent responded "no"; 16 percent responded "yes." However, more women responded "yes" than did men: 34 percent of the women versus 7.5 percent of the men. "The most frequently expressed concerns were that some professors made comments that 'women are no good at anything,' or that women were not taken seriously, or that professors would 'mock' or make a joke of women students, . . ."

says the report. Finally, students were asked if Hope is "lacking in its obligation" to women students. Seventy-five percent replied "no" and 21 percent responded "yes."

Among the recommendations suggested by the Committee to increase awareness among faculty and students through the curriculum and teaching (continued on p. 8)



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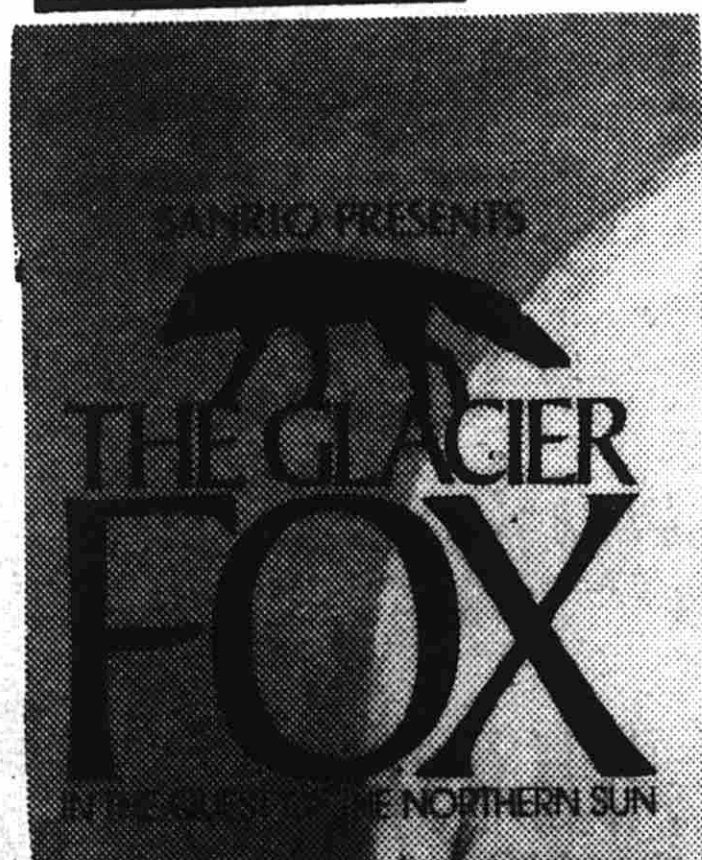
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## 1980 Hope budget tighter

(continued from p. 1)

portant. "The heart of the budget-planning is around the staff," he added. The proposed 1979-80 budget included a staff salary increase of 7.3 percent. This increase, however, was offset by that of inflation.

Another factor is equipment purchases and maintenance. This includes not only instructional equipment, but also such items as room furniture and desks. This equipment is continually being replaced or repaired. Much instructional equipment was bought during the 1960s with grants, and these are no longer available. The College itself must replace this needed equipment, yet at a higher cost

than before. The funds needed to buy or replace equipment comes from a general fund established when a budget surplus exists.

Two other consideration include energy and student salaries. The total energy cost will approach one million dollars this year. Recently, an energy efficiency study was conducted for all the building on campus. Using this study, the College plans to apply for funds in order to help improve the energy efficiency of some of the buildings.

Concerning student salaries, the total payroll is approaching one half million dollars this year. Much of the increase is due to the increased minimum wage enacted last January with another increased schedule for next year.

In looking over the budget, Anderson stated, "We don't feel it's a crisis situation." He felt that the College budget will again be in the black. For the past twelve years it has been unsuccessful in realizing a balanced budget.

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# anchor review

## Reggae rhythm and Jamaican beauty

by Kathleen Verduin

"Reggae means comin' from the people, y' know? Reggae means regular people who are suffering, and don't have what they want." That's the

definition of Jamaican reggae music given by Toots Hibbert, lead singer for the Maytals; and, as writer Stephen Davis says in his photographic essay *Reggae Bloodlines*, it's about the best

one you're likely to get.

For, unlike the halfhearted calypso performed in Jamaican airports and sugar-beach hotels, reggae comes from underground, beating out the anger of a people made bitter by a long history of colonial domination. It can be threatening—"Gonna loot, gonna shoot my way out of Shanty Town," sings one group—and is always a deft indictment of the "downpresser men" who keep most of the island poor.

But it's also exhilarating, vital music, music you can't get out of your head—music that in spite of its angry lyrics somehow makes you feel good. And that's the pleasure of Perry Henzell's film *The Harder They Come*, which rings with the great sound of reggae star Jimmy Cliff—and showers your senses besides with the paradisaical beauty of the Caribbean and the hypnotic rhythms of Jamaican patois (subtitles provided, but you won't need them long).

The film has understandably become a kind of underground classic; it's been running for six years straight at the Orson Welles Theatre in Cambridge, and it's a lot of fun. Not until after you see the film, I predict, will its profound seriousness strike home.

The plot could easily have been the classic strive-and-succeed story: Jimmy Cliff plays Ivan O. Martin, a shanty-town boy who gets on his bike and rides to Kingston in the hope of making it big with a hit record. "You can get it if you really want," promises one of his songs, and the film brilliantly sets out to explore that assumption.

Spurning the \$20 and no royalties offered his record by Mr. Hilton, who controls the musical market, Ivan falls in with "Preacher," takes up with Preacher's ward Elsa, and tries a shortcut to wealth by way of the ganja (cannabis) trade. The island's dubious justice gets on his trail, and Ivan becomes

an outlaw—but a classy, sassy, stylish outlaw, playing his sudden notoriety for all it's worth until he turns himself into a mythic embodiment of human defiance. "I Was Here," says his graffiti; "I Am Everywhere."

Sociologically, *The Harder They Come* is a good look at Jamaica's crazily screwed-up culture: it displays the almost dizzying natural beauty of the island marred by shacks and litter and junk, the perversion of religion into escapism or self-serving respectability, the incongruously snobbish upper crust, and the sleazy spaghetti westerns—twice removed from anything Jamaican, yet so popular that they color and deceive Ivan's fantasies even when it's all over.

The native Rastafarian cult is also portrayed, subtly, but with a purpose: for the long-locked, primitive-looking Rastas are in their own way as defiant toward the passive self-hating colonial mentality as Ivan is.

The first, and so far the only, Jamaican-made feature film, *The Harder They Come* in some ways mirrors the life of its leading actor: Jimmy Cliff was born in a small town twelve miles from Montego Bay and went to Kingston when he was fourteen and a half years old, intent on making a record.

For his first song, "Daisy Got Me Crazy," he was offered 20 shillings—the price of his bus fare home. He turned it down. After a short time in the Rastafarian movement, he has converted to Islam and spends most of his time away from Jamaica, where he is nevertheless a local hero.

Ironically, however, Cliff's personal success remains out of reach for most Jamaicans, and indeed for much of the Third World's population. For them, Cliff's heartening message—"You Can Get It If You Really Want"—is probably still just another piece of pie in the sky.



## classifieds

CHICA. hope you're feeling better by now-- Roomie.

TO THOSE MESSY SLOBS that litter the campus (especially in front of the Cosmo house): why don't you clean up your act? We don't know where you got all those non-returnable Pabst Blue cans, but we would just as soon not see them on the ground--Students for a cleaner campus.

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REGISTER NOW TO DO SNOW REMOVAL JOBS. Good pay, flexible hours. See Off-Campus Jobs, Van Raalte Basement.

WELL FOLKS, this is it. The last paper before Thanksgiving break. The *anchor* staff wishes you a safe and happy Turkey day.

MIKE AND MARC--This classified is only a test. Had this been an actual classified, you would have been instructed where to go and what to do. Stay tuned to this newspaper for further developments. We repeat, this is only a test. We now return you to your regular classifieds.

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## Women's status examined

(continued from p. 6)

methods were the following: 1) the organization of a series of interdisciplinary faculty and student seminars on women's studies; 2) the earmarking of faculty development funds for course or module development in areas dealing with women; 3) the examination of courses for gender biases and for the inclusion of material by and about women; and 4) the distribution of copies of *Guidelines for Non-sexist Use of Language in NCTE Publications* to each faculty member.

The second section of the report deals with how women are treated in the areas of advising and career counseling on Hope's campus.

Many more men than women Hope graduates go on to obtain doctoral degrees. Grades and academic achievement are not the reason; men and women are comparable in these areas. However, differential perceptions of ability, knowledge of career-relevant choices, and motivation can help to explain the discrepancies in numbers of men and women with advanced degrees, according to the report, which states, "These are the areas where advising can have a significant impact."

Women's career aspirations have increased greatly in the past decade, therefore, requiring more advice and guidance than previously was the case. But "desiring a career or a graduate degree and having the confidence and skill to pursue it are two different things," as the report states. Women tend to underrate their abilities in "male-associate" areas like mathematics, leadership, and mechanics and tend to anticipate doing less well than their actual performance would justify.

Motivations for graduate work also differ for women and men, according to the findings. Women are more likely to go to graduate school as an outlet for intellectual interests rather than as part of a vocational strategy as men do. While men very rarely aim for terminal master's degrees, a large number of women do so. Finally, the woman student or professional must always contend with the thought that retreating from difficult and ambitious work is an option for which she is as likely to win praise as to experience disapproval.

"In our advising we may unwittingly reinforce these lower aspirations for women, even as we try to treat everyone 'equally,' without regard to the different experiences of women and men," says the report.

Chapter III of the report addresses "Faculty Personnel Practices," and Chapter IV concerns "Admissions, Financial Aid, and Public Relations Materials."

The point of departure for Chapter III is the question "... Are questions of just treatment of women and men before us in our faculty personnel practices, or have we at Hope, like at many institutions

throughout the country, ignored them?"

At the outset of Chapter III, the Committee recognizes that the data which it analyzed is based on small samples, given the complexity of the questions it tries to answer, and that, therefore, some of its conclusions might lack statistically significant support. "Although the possibility of misinterpretation exists," the Committee "felt it valuable to present the basic data" summarized below.

The Committee reports that the percentage of women in Hope's faculty from 1973 to 1978 has hovered around 15 percent. Thus, "although there are many qualified women in the job market, only a small percentage of Hope's faculty is female."

The Committee partly attributes this low percentage to Hope's recruitment procedure. The current recruitment policy includes such traditional methods as "contacting appropriate persons in graduate schools for the names of prominent candidates." However, since graduate schools are still dominated by males, potential women candidates are often overlooked.

Further, the College does not, as a matter of official procedure, publish position vacancies in major professional journals or job listings. Thus, qualified women may never even learn of openings at Hope.

*This is the end of part two of a series, to be continued next week.*

## Williams talks of struggles

(continued from p. 3)

situation can only be solved by the Northern Irish ... once we build the Northern Irish identity, then we will ask the British Government to withdraw their troops."

Along with her work in Northern Ireland, Williams explained how the title of being a Nobel Peace Prize winner can allow her and her colleague, Mairead Corrigan, many more privileges of freedom to do their work in other countries.

Williams went on to speak on the U.S. situation with Iran. She begged those attending the talk to "have patience and trust in your Government."

"I will fight that sickness in a world," said Williams, "when the lights in the Pentagon and the lights in the Kremlin never go out, and I have to sit in a little plane with 40 children and watch 14 of them die."

Near the end of her talk, upon being asked if she could ever justify the war of force in any situation, Williams replied, "Violence simply does not work."

## Good season for fall sports

### Football

Try again next year, Hope. That was the disappointing news given to Hope football coach Ray Smith for the second successive season, as the Flying Dutchmen were the last team to be eliminated in their quest to receive a bid for the NCAA Division III tournament to decide the national championship.

The Dutch didn't have a chance to prove themselves on the last Saturday of the regular season, as they had to sit around and wait for the news while the Millersville State of Pennsylvania was impressing the selection board by racking up a 63-10 victory over their final opponents.

Hope has nothing to be ashamed of, however, as it will probably be ranked ninth in the final Division III coaches' poll out of 172 teams in the division.

Each of the teams that did make the playoffs--Wittenberg, OH; Baldwin-Wallace, OH; Millersville, PA; Carnegie-Mellon, PA; Minnesota-Morris, MN; Widener, PA; Dubuque, IA; and Ithaca, NY--must win two games if it wishes to go to the Amos Alanzo Stagg Bowl on Dec. 1 in Phoenix City, AL before a national TV audience.

Despite its disappointment in not receiving an NCAA bid, Hope once again did dominate the MIAA in football, this time in the all-league team selections. The Flying Dutchmen took more than a third (nine) of the 24 positions available.

Taking positions on the offensive team were tight end Paul Damon, tackles Scott Ver Der Meulen and Craig Groendyk, and tailback Steve Cameron.

Selected from the nationally ranked defense were defensive end Steve Bratschie, middle guard Walter Webb, and safety Ross Nykamp.

Hope also took both of the specialty spots as punter Henry Loudermilk and the MIAA's leading scorer Greg Bekius were named to the squad. Bekius and Loudermilk are on the squad for their second time, while this is the third time that the coaches have picked Groendyk to be on the squad.

Bratschie was the Hope nominee for most valuable player, but he was edged out by another defensive standout, linebacker Fletcher Williams of Adrian.

### Volleyball

The Hope women's volleyball team went to Saginaw Saturday to compete in the Michigan AIAW Division III tournament, but were eliminated in the first round 15-13 and 15-7 by Kalamazoo College, whom the v-ballers had defeated twice during the regular season in MIAA play. This defeat at the tournament left Hope's season record at 19-6 overall and 10-2 in MIAA competition. The Dutch placed second in the league with this record, one game behind Adrian and four games ahead of third place teams Albion and Calvin.

Leading coach Sandy Parker's team this season was Elsie Jerez, who was named to the Division III all-state team, with 6.2 points per game, to take the MIAA scoring title. Jos Mand also contributed heavily, as she was eighth in scoring in the league contests at 3.3 points per contest.

## Harriers

Hope's cross-country team took fourth place in the regionals with a total of 99 points, thus advancing to the nationals.

Mark Northuis was 13th in the contest, Dick Northuis was 18th, John Victor was 20th, Mark Howard was 21st, and Larry Korterger was 27th.

The best finish the Dutchmen have had in a national meet is 14th. The Dutchmen will try to finish in the top 10 on Nov. 17 in Augustana, IL.



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